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ABSTRACT

An attempt is made to estimate the extent to which the concept of permanent education is consistent with educational policy and trends in England and Wales (Scotland has its own educational system) and to see how far the structural implications of permanent education are likely to be feasible there. This is a working paper for a particular operation and not an attempt at a definitive or authoritative or exclusive statement of permanent education. The document covers areas such as educational costs, policy implications of permanent education, prospects for permanent education in England and Wales, primary and secondary education, teacher training, adult education, youth service, community development, and cultural emancipation. (NL)

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PERMANENT EDUCATION IN ENGLAND AND WALES

by

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CONTENTS

	Page
FOREWORD	1
PART I. PERMANENT EDUCATION	
The term "Permanent Education" in England and Wales	2
New data of which Permanent Education takes cognisance	3
The meaning of "Education" in the term "Permanent Education"	6
Relations between education and other parts of the social environment	9
Education and cultural emancipation	10
Education and Leisure	11
The costs of Education	12
Policy implications of Permanent Education	13
PART II. PROSPECTS FOR PERMANENT EDUCATION IN ENGLAND AND WALES	18
Primary Education	19
Secondary Education	20
The Training of Teachers	22
Vocational Education	23
The Universities	24
Adult Education	27
Youth Service	28
Community Development	29
Cultural Emancipation	31
CONCLUSION	33

FOREWORD

This paper is an attempt to estimate the extent to which the concept of Permanent Education is consistent with educational policy and trends in England and Wales - Scotland, of course, has its own distinctive educational system - and how far the structural implications of Permanent Education are likely to be feasible here. As the concept relates to all fields of education, and as my own direct knowledge is confined to one or two, I have consulted experts in other fields, while reserving the right to assert my own opinion. As these experts were comparatively unfamiliar with the doctrine of Permanent Education I had to lay before them an abstract of its essential features and of its harder implications for educational policy. For this purpose I made a study of all the documentation on the subject circulated by the CCC and its committees, as well as of books and papers from other sources. As a contributor, myself, to some of these papers, and as a continuing participant in the development of the philosophy of Permanent Education, I have not confined myself to mere precis but have attempted to make a further contribution by sketching in the logical and historical background which has hitherto been left implicit, and I have also emphasised some implications which have not yet been fully stated. It was necessary to make this general statement of the propositions asserted by exponents of Permanent Education in order that I and my consultants could examine British structures in their light; and it is reproduced here so that the results of this examination shall be comprehensible. It is important, however, that readers should understand that this is a working paper for a particular operation, and not an attempt at a definitive or authoritative or exclusive statement of Permanent Education - which is, perhaps, rather a movement or set of animating principles than a blue-print, and which, therefore, is susceptible of various interpretations and of further developments.

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PART I. PERMANENT EDUCATION

THE TERM "PERMANENT EDUCATION" IN ENGLAND AND WALES

Educationists in Britain have picked up this phrase from their colleagues in America and the Common Market countries where it still has greater currency. The first official CCC translation of "éducation permanente" viz "life-long integrated education" has never come into use here and people prefer to speak of "Permanent Education". This has the disadvantage of mistranslation, for the English word "permanent" has the sense of indelible as in "permanent ink" and can convey the meaning of education as a once and for all dose or imprint which lasts throughout life. In fact, however, most of those who use the term "permanent education" do not make this error because it has appealed first and foremost to workers in Further Education, particularly those concerned with the education of adults. In such circles it is often used without much knowledge of its meaning and merely as an emotive plea for greater attention to the needs of adults - the interpretation placed upon "permanent" being that of a system of provision which endures permanently throughout life. It is not easy to find a concise English term for education conceived and planned as something which will be experienced by people in an individually on-going, though discontinuous way, over the whole of their lives - and which will correspond with their emerging vocational, social and personal aspirations. Until and unless such a term appears we must make do with "Permanent Education".

When British educationists begin to examine the set of ideas involved in Permanent Education they are at first inclined to regard it as a restatement of an educational ideology long familiar in this country. As far back as 1919 an educational report published by the Ministry of Reconstruction spoke of an education which should be related to people's life-long needs. After the second world war the new Ministry of Education issued pamphlets such as "Further Education", "Youths Opportunity" and "The New Secondary Education" which made much use of the idea of "education for life". It is also true to say that British schools and colleges have, traditionally, had a concern for the personal, and not merely the academic, development of pupils and students, so that this strand in the philosophy of Permanent Education is less novel here than in countries where education is more restricted in scope, though, often higher in standards.

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It is necessary therefore, in introducing Permanent Education to many workers in British education, to insist that it is new and, in some respects, revolutionary. It is new when it restates familiar propositions, because it puts them in the perspective of socio-economic developments which have only been recognised in the past decade and which impinge, often as problems, upon educational provision. It is for this reason that Permanent Education has a relevance and an immediacy which have been lost by documents such as the Ministry pamphlets mentioned above which were published twenty years ago, before the age of television, space-travel, cybernetics and abundance. To give any account of Permanent Education it is necessary to list some of these socio-economic developments which have become new data for educational theory and planning in the past twenty years. An attempt at an exhaustive list would be intolerably long in this context and what follows is no more than a brief reference to those features of contemporary society that are accepted as facts by educationists, economists and sociologists. It should of course be noted that many of them relate mainly to the highly industrialised societies of Western Europe.

New data of which Permanent Education takes cognisance

1. There is a widespread conviction among the population that there exists the technological possibility, in matters of production, distribution and government, of guaranteeing to all citizens material abundance and the equal opportunity for a fulfilling life.

2. The tempo of technical and social change has become so rapid that the vocational, social and personal knowledge and expertise which an individual may have from education at any given time cannot be expected to suffice for more than a few years.

3. Sophisticated socio-economic techniques give us the ability to identify and meet future needs as surely as sophisticated gunnery can anticipate the trajectory of a missile.

4. The expectation of life has increased markedly. One estimate states that the proportions of the UK population aged over 60 has doubled since 1900. Moreover medical and anthropological research has established a number of clearly marked phases in adult life, each with new psycho-physical conditions to which the individual has to adjust. These readjustment needs are complicated by common phases of career advancement and decline.

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5. Late development, or revelation, of abilities and capacities - a feature long established among school children - has latterly been recognised as having substantial incidence among all adult age groups.

6. A number of Western European countries have long reached the tertiary stage of industrialisation and have now entered what may, later, be identified as a fourth stage that is characterised by cybernetics and automation. Marked changes are taking place in the importance and relative proportions needed in society of unskilled, semi-skilled and skilled workers, of technologists and professional workers; of those engaged in production and those engaged in service, including social service.

7. It has become common for younger workers to expect a succession of jobs each of which differs in nature from its predecessor; and for career progress to be measured by increased income rather than by accumulated experience and advancement in one profession.

8. There has been a change in the relative values attached to work and leisure. Status and the sense of achievement are now increasingly associated with leisure pursuits and possessions, rather than with work. Personal success is measured in terms of career advancement by only a minority of people; for the majority it is a matter of personal, domestic and leisure life.

9. In the past twenty years the freedom of choice conferred by purchasing power has been diffused across a broader section of society than ever before. At the same time there has appeared a bewildering profusion of competing goods, many of them entirely new, and all recommended by a confusing clamour of skilful advertisement.

10. The class structure of society is altering rapidly: the proportions of the population belonging to upper, middle and working classes have changed, and so, too, the characteristic values and behaviour patterns of each. Mobility between the classes is greater than ever before. The existence, however, of a less socially mobile element, sometimes called sub-cultural, has been established, and certain areas or certain communities have been identified as under-privileged.

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11. The legacy of educationally and socially deprived ancestry and the effects of under privileged home background have been brought much more sharply and measurably into focus, and special techniques for restoring equality of opportunity among schoolchildren have been the subject of study.

12. Some of the features listed above, together with low-density re-housing and the dispersed re-siting of industry have brought in their train considerable dissatisfaction and under satisfactions. Among these sociologists have noted the lack of meaningful personal relations and group-life; and also the lack of creativity in the making or doing of something which is susceptible of the personal imprint of the maker or performer.

13. The dynamics of modern society make for an ever more complete and intense democratisation in economic, social and cultural life; an increasing impatience with any priorities or values which are based on aristocratic or elite principles; and an ever increasing measure of state intervention and control based on majority wishes as established by the techniques of consumer research.

14. Even so, the process of democratisation is too slow for many citizens, including some of the more vigorous and able among the young. Their dissatisfaction, as they state it, includes a sense of cultural and social exclusion, and of a deprivation of full career opportunity, and a belief that the educational approach to many professions is needlessly forbidding, competitive and de-humanising. There is, too, a more widespread tendency for people to feel that their political and legal rights give them insufficient control over their social environment.

15. There has come into being a strong faith in the capacity of publicly provided education to solve social problems and to give to individuals the key to personal and social success. Similarly, a period of post-school full-time studenthood is increasingly a part of the aspirations of young people.

16. A body of knowledge and expertise known as Educational Technology is now well established. It covers a range of educational techniques from closed-circuit television to teaching machines. There are also many new aspects of pedagogy like team-teaching and group dynamics which have been developed. Hitherto these branches of educational knowledge have been applied almost exclusively in the schools.

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17. The explosive expansion of population involves a demand for new disciplines in the "affluent society". For brevity one may refer to concrete situations, e.g. the mutliplied ownership of portable radios, and of small boats at summer beaches; the availability of library books among a vastly increased student population; the use of natural beauty spots by a motorised populace.

18. Sport (as participation or spectatorship) and physical recreation and outdoor pursuits have come to occupy a high, if not a dominant place among the interests, ambitions and ideology of a majority of the population.

19. It has been established that the entertainment, the goods and services, and the advertisements provided by mass-production and through the mass media exercise one of the strongest formative influences upon people's knowledge and standards of taste and behaviour.

20. Professional workers in all fields of education have recognised that their work constitutes only one element in a total environment which influences people. Many educators express a wish for liaison and co-operation with, and perhaps some measure of control over, those responsible for other elements in this environment.

The meaning of "Education" in the term "Permanent Education"

1. In the present context the word "education" is used, without any of its metaphysical or emotive connotations, simply as a description of actual processes and activities, and the institutions and arrangements which facilitate them. In this sense education can be defined as the learning processes and allied activities to which, at any given time, a society gives public provision or support or encouragement or approval as constituting education. This definition is important, for it establishes that education, as we speak of it, is not some transcendental entity but is a creation of society, and that its nature and content and organisation vary with the changing needs and wishes of society and have nothing immutable or sacrosanct about them. It also helps us to see how the boundaries between education and other forms of learning may at any time be traced and, similarly, what allied processes and activities may be included in education.

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2. There is an innate drive in all human beings towards improvement - and urge towards personal progress, self-development, advancement and betterment. It has been described as the conative or hormic element in man. This drive affects people quite as strongly in their personal and social life as in their vocational work. It is inextinguishable and co-extensive with life, although it is not a constantly operative motivation. In any one day, year or life there are long periods when it is quiescent and the chief dynamic is provided by other categories of motivation. Two of these may be noted. Firstly, there is all that is associated with the use and enjoyment of an existing stage of personal development in work and leisure, when people express themselves as they are. Secondly, there are the periods of time when people give themselves to sheer relaxation and recuperation. The existence, among others, of these three classes of enduring motivation - the progressive, the expressive and the recuperative - will scarcely be questioned, and to list them is not to pretend to any fundamental or scientific classification of human behaviour. It is also a mere statement of common experience to say that until the end of a human life there is no predictable limit to the possibility of new directions which the progressive type of motivation will take.

3. If a society is to be satisfactory for its members it must correspond with these aspects, among others, of human nature. It will be, in adequate measure, a society in which, throughout their lives, the citizens will readily find the means for bettering themselves personally and socially and vocationally, and where they will have plentiful opportunity for using and expressing what they have made of themselves; and where they have facilities for relaxation and recuperation.

4. Progress or improvement or betterment, however we name it, of its very nature involves the processes known as "learning" - and in a satisfactory society there must, therefore, be sufficient opportunities for learning relevant to all aspects of human activity that are permissible to the citizens. Most of this enormous volume of learning will occur in situations outside the scope of education. Learning takes place in a very wide variety of ways. It can be conscious, sub-conscious and unconscious. It can take such forms as imitation, as experience through trial and error, or as avowed or concealed instruction or persuasion. Education is the name given to the learning which goes on in those situations which are planned or used or recognised by society, acting

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through its government, as learning situations which it chooses to provide, support, encourage or endorse, in the light of values and priorities about which there is a societal consensus. As with non-educational learning situations, educational situations may be of many kinds - from the electronics engineer watching a demonstration on a refresher course to the septuagenarian picking up the rules of a democratic procedure in a community association. The learner, as in the case of a child of five learning to name colours in an infants' school or the girl at a folk-dance in a youth centre, is not necessarily conscious that this is either learning or education.

5. What we noted above as the expressive category of human motivation is closely allied with and overlaps the progressive. There are elements of practice and of feed-back improvement in using skills. For this reason education in modern societies is seen as having a logical and legitimate concern with conditions and facilities for people to exercise their skills, personal, social and vocational, and to express themselves. The world of vocational work has not so far come much within the scope of education in this sense, but increasingly, it is held to be a responsibility of education authorities to ensure, directly or indirectly, that there is a sufficiency of such things as libraries, museums, concert-halls, sports-stadia, rooms for social entertainment and meeting; and that there are facilities and encouragement for the formation and activities of certain associations and groups.

6. There is also a sense in which the recuperative or recreative side of time-usage comes within the scope of education. It is often necessary to have facilities for it in association as to time and place with educational establishments. Moreover recuperation seldom exists for long unalloyed by progressive or expressive motives and it may be deemed desirable to reinforce certain potential growing points in favour of education in a manner comparable with the subtle, unobtrusive ways in which commercial and other agencies exert an influence on people in their relaxed, recreative time.

7. It is from such principles that the boundaries of the sphere of education in the sense of which the word is used here, may be traced at any given time.

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Relations between education and other parts of the social environment

1. In modern states it is held that education not only has its own proper sphere but should also be so organised that it works co-operatively with other parts of the social environment. Education is only one element in this and it is a commonplace that this total social environment exercises a formative influence on people, as something from which they are constantly learning, and is a medium of their self expression. This implies certain obligations upon, and certain constructive possibilities for, those responsible for education.

2. Responsibility for the maintenance and development of the social environment as a whole involves complex processes which are still the subject of investigation by social scientists and this is no place to examine the problems. It is, however, a matter of common observation that in large measure the social environment is the outcome of a free play of supply and demand of goods, services, entertainment, and of the initiative of ordinary citizens as individuals or in families or neighbourhood groups. This free play constantly throws up organisations - commercial, ideological, or cultural - which consciously seek to mould the social environment. In the last fifty years the improvement of its quality has become increasingly the concern of society itself, as a state, playing a sustaining, controlling, co-ordinating and generally ameliorative role, and seeking to make the communities in which its citizens live correspond more closely with their welfare and aspirations. Ameliorative policies of this kind are pursued by the central and local government ministries and authorities for housing, health, labour and others. It is increasingly held to be necessary that there should be co-ordination and liaison at all levels between these authorities and, between them and those for education; and that all of them should work in close co-operation with voluntary organisations which have similar purposes. It is even suggested that overall responsibility for this integration should be vested in a master ministry or authority entitled perhaps "Community Development".

3. A cognate sense of the phrase "community development" arises from the fact that the individual, from earliest infancy, is no mere passive recipient of his social environment but strives to shape it to meet his personality and requirements.

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As soon as he is able he leagues with others of a like mind in so doing. The degree to which people manifest this drive varies with temperament, background and know-how, but a society which corresponds with the nature of its citizens is likely to be one in which there is not only plentiful opportunity but also some encouragement for them to participate in making decisions that affect the ambience of their lives - the systems, organisations, facilities and amenities and living patterns that surround them. This is achieved in greater matters by democracy, with its political parties and free press, but the day to day life of the average citizen brings him into contact with many features of his environment that are too small, localised or transitory to engage the attention of local or central government. To influence these there can emerge a range of groups of private citizens acting, say, as traders' associations, consumer associations, tenants' associations, community associations, parents' associations, students' associations and so on. It is now widely held that encouragement should be given to these and to the emergence of fresh groups because social science tends to indicate the existence of periods when a widespread sense of frustration and alienation can arise among people who seem content to be politically inactive.

4. Certain implications for education follow. It should include in its content opportunity for the learning and practice of participation in decision making. It should, in its organisation, be responsive in an ordered way, to the wishes of those who are being educated. In its curriculum and methods account should be taken of the fact that learning is more effective and acceptable if there is a suitable measure of participation by the learner in decisions about the content, conditions and methods of learning; that learning should be active, not passive and that it should stress processes that involve co-operation in team-work rather than competition. It also follows that those responsible for educational establishments should be ready to consider the opinion of existing or emergent groups concerned with the development of their communities.

Education and cultural emancipation

1. The legal, political, technical and economic emancipations of all citizens in European countries have taken place with great rapidity over the last century and a half. They were

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preceded by many centuries of elite societies in which the large majority of citizens were in many respects unfree, having little freedom of choice as to manner of life and being confined to a very narrow range of possible experiences. It was only among a small section of society that there developed the behaviour, the manners and customs, the values that are relevant to making the best of life lived under conditions of abundance and practicability of purpose - the arts and graces and what, in one sense of the term, is called culture. Long centuries of cultural deprivation have had enduring effects which are not removed by the mere fact of emancipation. Ingrained, habitual folkways, responses, tastes still limit freedom of cultural choice; so, too, suspicion, timidity, and hostility to what were still, in living memory, upper class pursuits, attitudes, manners. These things prevent many people from making a really free use of the "cultural goods" available to them. A sense of exclusion can arise from this and a divisive feeling of social class which can bedevil social and economic relationships. These alienating and restrictive attitudes towards so much of the possibilities of experience can be transmitted from parents to children and the home background of many children handicaps them in making the best of themselves.

2. If cultural emancipation is to complete the work of the other emancipations, so that all citizens are full partakers of their socio-cultural heritage, an extensive programme of work must be undertaken in education. This must include attention to certain specially disadvantaged communities and areas and must include not only children and the young but also parents and adults generally. For the latter purpose educational opportunities of a particularly winsome, tactful and flexible kind must be arranged, in liaison with policies for diffusing creative and appreciative experience in the Arts and in Sport, in recreative pursuits and in travel and tourism.

Education and Leisure

1. The changed economic circumstances of the tertiary or post-tertiary phase of industrialised societies have brought a change in the relative importance of vocational-work time and non-work time. Research, particularly in France and America, has indicated that perhaps the smaller part of the latter is spent in mere vegetative recuperation. The larger number of leisure pursuits aim at improvement, especially

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those centering round the home, the car, sports and outdoor activities, and the acquisition and use of an ever-broadening range of materials, fabrics, embellishments, machines and power-tools and the kit and utensils for entertainment and play. Leisure pursuits of this kind have become so close to the hearts of large numbers of people and are such a powerful dynamic in their lives that those responsible for education must increasingly provide opportunities at all ages to learn the techniques of active leisure.

2. The question of education for leisure is, as yet, at an early stage of examination and the fruits of research have not yet been fully assimilated. It is, however, already established as an element in the theory of Permanent Education.

The Costs of Education

1. From what has been said above it is clear that Education in the sense intended by "Permanent Education" is much larger in scope than may be commonly admitted and there is the likelihood of further expansion. Already education is becoming one of the largest enterprises in European countries. In the United Kingdom it takes up 4% of all capital investment in any one year and its total costs amount to 6% of the Gross National Product. This is not something at which to take alarm but it is to be seen as a logical sequence from historical development. Education is the arrangements made for certain types of learning that are important to society. As these increase and cover much more than initial states of life the scope and cost of education increases. Unless education keeps pace in expansion with the developing needs for learning and related processes then social dissatisfaction and under-satisfaction will result. Permanent Education can be seen as an alternative to permanent revolution.

2. The size of the business of education, however, highlights its cost and has attracted the attention of economists and fiscal experts. Exponents of Permanent Education have welcomed this scrutiny and some of them have adopted the economists' terms, speaking of educational investment and productivity and of cultural goods and accountancy. This terminology is deceptive if it gives the impression that the productivity of education is measurable in the same way

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as money. It can however serve a useful purpose in stating cogently that education is not some trancendental entity of absolute value with claims to maximisation in its own right - but is a means which society employs; and that its costs must be decided upon in relation to the balance sheet of society as a whole. It also emphasises the reality of the social and personal return from the time and money invested in educating and being educated - a return which is assessable although not fully quantifiable.

3. Permanent Education experts usually embrace the criterion of cost-effectiveness with the above reservations and are opposed to sentimental or mystically lavish calls for expenditure. They encourage the elimination of wasteful overlap and duplication by co-ordination in planning to provide an integrated series of educational opportunities covering life as a whole.

4. It is also relevant to recall the importance placed on Permanent Education upon participation by people in initiating and controlling their own learning situations. This participation is markedly more effective when the individual is directly responsible for covering as substantial a part of the costs as he can without hardship. Such a procedure can have the additional advantage of facilitating the inclusion of small minority, or experimental or marginal learning situations in the educational, and so the societal, balance sheet, and it can enable the minority and pioneering groups concerned with this learning to improve its conditions and value.

Policy implications of Permanent Education

1. The Ministry responsible for education should be explicitly empowered by legislation to state what is and what is not education at any given time; and, similarly, what should be its organisation and framework. The Ministry should constantly excercise this power as an on-going process in the light of prescribed regular reviews of social and industrial circumstances. It should also be empowered to establish influential liaison with any other government department which could affect education; and with any private or commercial provider of cultural and recreative facilities; and with any body, public or private, that could significantly affect education.

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2. Educational policy should be remade in new dimensions of length and breadth to meet, as a whole, people's life-long but discontinuous needs, and to have a full impact on their personal and social as well as academic and vocational life. It should recognise the recurring demand for education throughout life taking particular account of common phase points in adult psycho-physical development and career movement. It should also be based upon the expectation of increasingly rapid change in industrial, professional organisation and techniques and in personal and social expertise and values.

3. Educational policy should have as its constant aim the enlargement of opportunities, open to everyone regardless of age or previous education, for the acquisition of mastery and all forms of recognised qualification in any branch of learning in any professional or vocational skill or in cultural, creative or recreative pursuits. It should recognise no terminal age for education or for any qualification or stage on the road to it. The concept and category "failure" should cease to be applicable in education.

4. Educational provision should be structured to correspond with the discontinuous progress that people make and the unforeseeable development of their abilities and ambitions. The "sandwich" procedure composed of alternate layers of gainful occupation and education should become a dominant feature of post-school provision, and a succession of such sandwiches should become a commonplace of the road to academic, vocational and professional qualifications. At the same time there should be machinery whereby all workers of any age may claim the right to conjoint employment and education through "release" schemes. There should also be Radio, T.V. and correspondence courses and courses in colleges, universities and other establishments which can be taken by people in their leisure time. Courses of all these kinds - sandwich, release, leisure - should, through graduated stages subject to assessment or examination, lead of themselves to all forms of recognised qualification - academic, vocational, professional. The whole complex of courses, together with all others provided by colleges and universities should be arranged on a cumulative credit basis and there should be free movement, with credit allowances, between any parallel course or establishment regardless of

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any intervening duration of time between credit stages. The whole of this post-school provision should be financed in a flexible way which is realistic from the point of view both of society and the student, with proportions of the cost being covered, in a manner suited to each case, from public funds, student-fees, loans and insurance schemes for students.

5. Educational policy should recognise that repeated refresher training and also rehabilitation or conversion courses for new jobs have become essential and growing features of the nation's economic life. It should equally recognise the need to plan for a growing volume of educational provision for those whose personal and social expertise has become obsolete or inadequate for their stage or situation in life.

6. Educational policy should ensure that those responsible for the curricula of schools, colleges and universities should revise and prune them vigilantly in view of the recurrent education which pupils and students will expect and be expected to have throughout their subsequent lives, and also in view of the fact that a good deal of the academic and technical knowledge or skill which is valuable at any given time will soon be rendered obsolete; and that this is equally true of social expertise, behaviour patterns and moral standards. Such a revision should stress the need for initial, full-time education in schools, colleges and universities to consist as far as possible in the learning of principles and techniques and attitudes which are likely to be of a more fundamental, enduring nature, still applicable under changed conditions. Initial education should also strongly foster the expectation of education to come, convey familiarity with the means of recourse to it and enable pupils and students to find methods of learning which suit them best.

7. All education of whatever kind should be liberal and human - that is, it should not be concerned merely with subject knowledge or skill but with pupils' or students' total development as free human beings. This involves a duty on all teachers, in schools, colleges, universities as well as adult educators, youth workers, animateurs, etc. All of them have a duty to make the most that circumstances will allow of their particular learning-situation in helping the learners to become more effective as workers, persons and members of society.

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8. In so far as there are individuals or identifiable sections of, or communities within, society that are educationally underprivileged or handicapped it should be the aim of educational policy to equalise their opportunity with that of others.

9. Education in the fulfilling use of leisure should be an adequate element in educational provision, and it is a proper part of this provision to offer certain facilities where people may learn by actual experience and practise their leisure skills. Historical circumstances have, in European countries, been responsible for the existence of a substantial number of citizens who, though economically emancipated, are excluded by inherited unfamiliarity from many leisure pursuits which were until recently available only to an economically privileged minority. Through programmes for the Arts, Sport and cultural and recreative activities educational policy should seek to ensure that all citizens are able to make really free choices among leisure pursuits.

10. In all branches and aspects and at all levels of education there should be the fullest practicable opportunity for pupils, students or members to have a say in shaping the provision, evaluating what is provided, and proposing additions or alternatives, with the certainty that this comment will be considered seriously.

11. Head teachers, Principals, Wardens and educational workers of similar competence should be urged to accept readily representations from, and to consider liaison with, established and emergent bodies concerned with education as a part of the developing community in which the members live.

12. Educational policy should encourage the application to wider uses of new techniques which have proved their worth in special situations - for example, closed-circuit television, team-teaching, methods based on the study of group dynamics.

13. There should be structured arrangements for the co-ordination of the work of all branches of central and local government departments and outside bodies and agencies which make a contribution to the totality of educational provision; and for co-operation, joint planning and provision between the

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establishments and institutions and bodies providing education of all kinds for any given community. In these arrangements equivalent note should be taken of the views of professional educators of comparable responsibility irrespective of whether their work concerns academic or vocational or personal and social development; or of whether it lies mainly with part-time or full-time students.

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PART II.

PROSPECTS FOR PERMANENT EDUCATION IN ENGLAND AND WALES

Education in England and Wales derives from the Education Act of 1944 which laid down certain lines along which the Minister should "promote the education of the people .... and the progressive development of institutions devoted to that purpose". It is a comprehensive measure dealing with primary, secondary and further education of all kinds (except the universities). It takes account of social and recreative activities and facilities associated with education, and it seeks to encourage co-operation between governmental authorities and voluntary organisations. While establishing certain foundations the Act is not definitive and has set up no rigid, exclusive system. On the contrary it has left the door open for further development and encouraged experiment. In the years since 1944 developments have come thick and fast and have been given force by orders and regulations from the Minister, exercising his powers under the Act. It is not too much to say that primary, secondary and further education all now have features that were unthought of in 1944. In the last few years, for example, we have seen the revision of the terminal procedures of primary education, the drive towards the comprehensive secondary school and the creation of polytechnics. There is no sign that the process of development is slackening. Indeed the reports of a number of government enquiries into aspects of education and related matters (Plowden, Latey, Seebohm, for example) have impelled responsible spokesmen to suggest that the time is ripe for a new Education Act which could codify and co-ordinate developments, introduce others and open the way to fresh experimental advances.

Side by side with official movements for change in education there has been a growing volume of proposals from academic educationists, publicists, social critics, political parties and bodies representing teachers or, latterly, students. A good deal of this is controversial but, on the whole, it finds a sympathetic public ear, the general opinion being in favour of whatever is progressive in education. There is considerable satisfaction at the amount of attention, energy and money that is devoted to educational development. Some individual critics express reservations - at the rapid succession of reforms which leaves little time for consolidation; at proposals that outrun resources of trained personnel and buildings; at certain disquieting features of the English socio-economic scene which seem rather to grow than diminish as education is improved.

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But the general attitude among educationists and public is that these criticisms refer to merely transitional problems. The climate of opinion is favourable to change in education - and many of the changes envisaged, like many of the features of the existing educational scene, are along lines traced by exponents of Permanent Education.

There is, then, in England and Wales, no legislative obstacle and little in the way of ideological barrier against most of the ideas implicit in Permanent Education. An assessment of its prospects will, however, best be made in respect of the various phases of English education as they exist at present.

Primary Education

Most of the policy implications of Permanent Education that have relevance to primary education are in harmony with English practice and theory. For the last quarter of a century the English and Welsh primary school has been a place (or should have been) where the emphasis has been upon the pupil's development as a person at his own individual pace. There has been scarcely any stress upon the memorisation of knowledge, the aim being rather to awaken interest and curiosity and to activate as wide a range of potentialities as possible by fostering sensitivity, creativity and powers of expression in many media. There is no expected terminal age for the acquisition of any skill and the notion of a set-piece, uniform end to primary education is fast disappearing with the end of selection for entrance to secondary schools and with the flexible organisation recommended by the Plowden Report. Subjects, as such, play little part in the primary curriculum as the children experience it. The trend is towards blocks of integrated experience planned by the teachers working as a team, and undertaken on a group or individual basis by the pupils according to their own conceptions and with the teachers acting as resource persons and counsellors. Not all schools are working along these lines which, until recently, were avant-garde, but it has long been a commonplace of all primary schools that the children should learn through activity, that they should find things for themselves, and that the teacher's role is largely to introduce the pupils to the situation and means of learning, helping them towards insight into general principles that underlie all discoveries.

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A great deal is done to equalise opportunities for disadvantaged children both in individual schools and in certain areas that are given some priority in the allocation of resources, to compensate for deficient background in such matters as the ability to communicate and to relate socially. Programmes of nursery education are sympathetically considered for these areas.

Relationships between the primary schools and the community it serves are usually very good and there are many parents' associations. The implication of closer links between school staff and active community groups would need closer study before it could be accepted even in principle. Only in very rare cases is there any machinery for pupil participation in the arrangements for primary education. The relations between pupils and teachers, however, are such that the pupils' preferences are a formative influence on the school curriculum and environment. Participation is also woven into the texture of the pupils' work, which is something that is actively lived, not undergone.

It would be contrary to English educational thought to use primary education as a preparation for later stages. Nevertheless, implicit in what is done is the stimulation of a disposition for further learning. It is not likely that there would be much in our primary curriculum that could be pruned by deferment for later stages or by anticipating its obsolescence. The approaches to numeracy and literacy have been recently brought into line with new concepts in mathematics and linguistics. There is also a standing body, The Schools Council, constantly active in curriculum revision.

Secondary Education

A great deal in Permanent Education is not only acceptable but already familiar to English educational practice as outlined in "The New Secondary Education" (Ministry of Education 1946). There is, of course, a much longer tradition of liberal and human, as contrasted with merely academic, education in our secondary schools, and attention to personal, social and leisure education has been intensified in the past decade. Several recent trends here seem also to coincide with lines traced in Permanent Education. There is a move to break down barriers between school and the world of work, and between school and further education - by short, sandwich experiences of industrial conditions for pupils, and by courses arranged partly in the school, partly in technical colleges. The move to comprehensive schools, and the wide and flexible system of options there, tend

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to eliminate any final selection of "typing" of pupils. The ideal constantly put before the pupils is of an education which does not end at the statutory leaving age (15) but which flows naturally through prolonged schooling into further and higher education. The introduction of a new, additional, national network of public examination - the Certificate of Secondary Education - has provided the means whereby a very large proportion of the nation's secondary school pupils may secure a foothold on the ladder of vocational and academic advancement. Vocational guidance and counselling are well established in the schools. The concept of a curriculum which reflects present and future needs is well understood in the schools and the watchword "relevance" has been urged as a criterion by the Schools Council - a body engaged constantly in curriculum revision. Many of the old sacrosanct subjects are being abandoned in favour of master disciplines like social studies, communications, general science; much use is made of integrative topics which cross the boundaries of isolated divisions of knowledge; and new concepts in mathematics and linquistics have greatly influenced the syllabus. The general tenor of the work of the schools is to enhance the ability to form judgment in the light of ascertained facts; to enable pupils to find and verify facts for themselves; and to discern the principles that underlie them. Stress is laid upon team-work and co-operation rather than competition. There are strong trends in the schools to foster a sense of social responsibility and provide opportunity for social service; and also to late account, in the curriculum, of the mass media and the pursuits and diversions of an affluent society.

Few secondary schools lack the main items of educational technology, and language laboratories and programmed learning equipment are now very common. Most authorities have specialist teachers for backward pupils and a national programme allocates priority in resources to areas where disadvantaged children abound.

Some points in Permanent Education, however, present difficulties in the context of English secondary education. It is unusual - and change is not foreseeable - for even older pupils to have any constitutional participation in their education - although the pattern of teacher-pupil relationships is such that the pupils' wishes can scarcely be overlooked for long. Again, while the relationship of the school to its community is usually good - the school building is often a focal point for adult and youth activities, and sometimes there is a teacher with special responsibility for neighbourhood work - it would probably seem to many heads and teachers to be a limitation of their professional freedom and status to be too closely tied to co-operation with community groups.

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A more central difficulty arises from the fact that the structure for post school education, except for those who are able enough to proceed to universities or technical etc. colleges, is comparatively frail, and the motive for on-going learning is unlikely to be a factor in the lives of a substantial number of pupils. In respect of these pupils the school must for the present, continue to believe that when they leave school they will probably have no further contact with education. The selection for entry to universities, technical and other colleges and various professions tends to be made on once-and-for-all success or failure between the ages of 15 and 19. Educationists are far from happy with this state of affairs and at least two official enquiries into the subject are in progress. Alteration is, however, likely to be slow and complicated, involving, as it does, the co-operation of independent bodies like the universities, trade unions and professional associations. It is not to be expected therefore that the staffs of schools will be too ready to press upon their pupils the possibilities of education in later life or to conceive of education as something to be spread over a lifetime.

The Training of Teachers

The structure and content of our teacher-training are largely consistent with the general ideas of Permanent Education. Entry to the Colleges of Education for a three year course leading to qualification as a teacher is open to people of any age above 18 and a substantial number of people with industrial experience enter at ages between 25 and 50. Preparatory courses to reach entrance standards are available in most areas and financial barriers are reduced by a grant system to negligible dimensions. For many years now the content of training, apart from periods of trainee practice in schools, has been aimed in about equal measure at the enrichment of the students' personality and cultivation and also at knowledge of the general principles, ethical, psychological and sociological, that underlie public education. Because of the rapidly changing patterns in British Education there is insistence in training on the need for adaptability to unforeseen circumstances of work. Probably no body of workers in the country has such a long tradition, as have teachers of regarding in-service refresher courses as a necessity - and this recyclage is provided by the Department of Education and Science, Local Authorities, learned societies and University Institutes of Education.

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The qualified teacher, irrespective of any specialisation in College, is competent to teach in any type of school without differentiation of salary or status. In recent years training has taken account of the cultural deprivation that handicaps pupils in certain areas and training for social work such as Youth leadership is an option at a number of colleges. One or two colleges arrange for students to have industrial experience and a large number of students encounter it in vacations for private gain. At one time the Colleges of Education tended to be subject to isolating conditions and the discipline of single-sex seminaries. Today, with the advent of older students, these restrictions have disappeared and more and more colleges are open to both sexes.

The whole question of student participation in shaping regulations and curriculum is a matter of current controversy and it cannot be said flatly what will be the outcome. Again, the "sandwich" system, and the cumulative, discontinuous method of qualification play no part in teacher-training.

It should be noted that for teachers in Further Education and universities and (for the time being) for university graduates teaching in schools, no training beyond their industrial or academic qualification is required. Such training is, however, held to be desirable and large numbers of these teachers take it.

Vocational Education

The system of Technical and Art Colleges in this country has many of the features outlined in Permanent Education. There are about 700 of these colleges providing full-time and part-time education for persons over compulsory school age. They give courses for all levels of vocational and professional skill and qualification up to and beyond university degree standard. Each year half a million students are released part-time from industrial work to come to the colleges which also provide the education which is associated with the training of industrial workers under the Industrial Training Act of 1964. In the colleges the stress in the teaching of vocational subjects is on education, for they are treated as disciplines involving the general principles and sciences on which work techniques are based. A distinction is drawn between this education and industrial training, and the authorities for the latter turn to the colleges to supplement it. It is, moreover, axiomatic that all college students shall spend some time on contrasting subjects, usually organised by a Department of General or Liberal Studies. There is a vigorous attempt in all colleges to promote corporate and cultural activities.

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There is, in theory, no upper age limit for entry to any course, and, again in principle, there is no reason why a student who has taken the lowest grade of qualification may not, after a long break for employment, re-enter the college and proceed to higher qualifications. In practice such a procedure would call for great perseverance; there might be difficulties about grant for maintenance; and, of course, qualification does not guarantee employment, as the professional and industrial bodies concerned can have their own age-structure. Nevertheless the system of Technical and Art Colleges is a much used road for older people who wish to acquire industrial, professional or academic qualifications.

The sandwich system and day and block release are commonplaces of the colleges. Their work is closely related to the needs of industry and syllabuses are under constant review by panels of experts. Refresher courses appear increasingly in the provision. It should be noted here that the colleges play a big part as providers of non-vocational adult education - which is covered by a section later in this paper.

It would, however, be misleading to imply that in the system of Technical and Art Colleges there exists already something like the life-long education envisaged in Permanent Education. The colleges are mainly geared to industrial, professional and academic structures that lie beyond their control. The vast majority of students - apart from those in adult education - are under 25 years of age and there are in fact not many over this age taking courses that lead to qualification.

The idea of student participation in arranging the curriculum and environment of the colleges is at present a matter of urgent discussion. Authorities and staffs are generally favourable to anything which would involve students' responsibility in college life. At the same time, the needs of industry and the standards demanded by employers have to be considered.

The Universities

It is much more difficult to estimate the consistency with Permanent Education of the universities in England and Wales. They are independent corporations, and although they are mainly dependent upon public finance and are in touch with governmental wishes through the University Grants Committee, it is a cherished matter of public policy that they shall, in the last resort, be

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free from public control. They also work independently from each other, although with many voluntary arrangements for co-operation. The qualification for entry, the length and curriculum of courses leading to a degree, the fields of study to be undertaken - are all matters within the discretion of each university and there is considerable variation. The universities have no authoritative collective policy-forming body and no collective spokesman. No central or local government department subtends their work in a way similar to that in which schools and colleges are controlled. This freedom and diversity are generally held to be desirable and any alteration of the position would need legislation with deep implications for the nature of British society. Thus if the universities are to play a part in a system of Permanent Education it will be by spontaneous developments within the walls. It is not easy to estimate the likelihood of this and the following attempt has the shortcomings of individual opinion generalising about matters which are particularised and controversial.

Entrance to the universities is normally straight from full-time schooling at ages between 17 and 20. It is highly competitive and the universities allocate places largely on the results of a public examination - The General Certificate of Education. There is a complex clearing-house system for applications. Once accepted by a university, a student benefits from a system of grants from Local Education Authorities. Students of this age rarely encounter any financial difficulty. The situation is less clear for older applicants. Facilities exist in Technical Colleges for them to acquire the entrance qualifications and, in principle, there is no reason why they should not receive grants, including maintenance for their families. The universities exercise their discretion in admitting older students. The total number is very small, especially if one discounts employees of industrial firms or government departments who are sent for technological and scientific studies. Financial obstacles, and the difficulty of reaching entrance standard in leisure from employment probably account for this in large measure, but the planning and environment of the universities seem almost predominantly geared to entrance straight from school and the student in his thirties or older is atypical.

In university examinations the general rule is once-and-for-all success or failure in the stages of a three or four year unbroken course. It is difficult to pick up after drop-out. Sandwich procedures and cumulative credits are not part of the

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university scenario, and interchange, with credit, between universities is very rare. It is, thus, difficult for people who have missed or failed a university degree course in their youth to find a way towards one. One university offers external degrees but they call for great resolution in leisure-time study. The extra-mural departments of universities provide adult education courses but these do not prepare or qualify students for a degree.

There are some rather confused ideals for the development of universities expressed by exponents of Permanent Education. On the one hand it is urged that they should relate the intake of students into faculties to the needs of society for this kind of qualification - in order to avoid the "abandonment of students to unfulfilled destinies". On the other hand, there is the proposition that a university should be accessible to all and become a customary part of the education of a majority of the people, reflecting the class structure of society as a whole. In British universities there has been a strong move to establish disciplines that embrace recent developments in industry, commerce, social administration and welfare, but there is no overall machinery for regulating the intake of students into faculties and, in university circles, the criterion of subsequent employability is sometimes rejected as inimical to the basic purposes of a university. Most universities appear to pursue an expansionist policy - and public policy since the war has encouraged the foundation of many new universities. The proportion of school leavers that go to a university has enormously increased - and more than half of them now come from working class homes. There is a strong body of informed opinion to the effect that a university degree should be something to which many more people than now should aspire, and that a first degree should be rather a stimulant to further learning than a career index. One or two universities have begun to offer degree courses in cross-cultural disciplines, which could fit in with this idea.

The question of student participation in government is of course a matter of current controversy and disturbance. It seems likely that much of this unrest would be assuaged by the central idea of Permanent Education, for a good deal of it arises from resentment by students of the fact that terminal decisions affecting all their future lives are being taken on once-and-for-all academic performance at a time when life has so many other clamorous interests which will not recur. It is this, rather than any abstract love of active democracy, which activates many protestants. It seems likely that there will be a move in universities towards student representation on various committees. This of itself would not still the widespread sense of malaise and grievance. (This, of course, is an individual opinion.)

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There might well be a fundamental reason why British universities would find difficulty in accepting some of the basic ideas of Permanent Education. There are eminent academics who would say that the prime duty of a university is to serve knowledge and truth, not the social needs of any one decade or epoch. It is the repository, custodian and explorer of knowledge for its own sake, regardless of its applicability at any given time. While the universities may do much, as an incidental, to serve social, including vocational, needs, this is not their chief function and they cannot be amenable to social planning in the same way as schools or technical colleges. Proponents of this point of view often add that it is in this concept of a university that is to be found the rationale for its independence - its existence as a centre of intellectual authority independent of the state and the popular will. How far this is the position that universities would wish to adopt officially it is impossible to say.

Meanwhile, however, the existence of qualification-conferring bodies that could play the necessary part in a system of Permanent Education will be ensured from other quarters. Side by side with the universities there are to be two new university-type agencies with full degree-giving powers. Firstly, there are the Polytechnics - colleges for higher level work of all kinds within the state Further Education system, and thus within the policy framework of central and local governments. Secondly, and of even greater significance, from 1970 an Open University with its own Vice Chancellor and teaching staff is to begin operations. This will combine broadcast and telecast courses with personal and postal tuition, and it will prepare any person whatsoever, who so wishes, for all the stages on the road from total ignorance of a subject to a university degree in it. It will hold examinations and confer degrees in its own right.

Adult Education

Adult Education is a term which in England and Wales covers only certain aspects of the education available for adults. The increased demand for education for adults if a policy of Permanent Education were adopted would consist largely of courses leading to recognised qualifications or giving refresher vocational training. English adult education is concerned almost entirely with non-vocational studies that do not lead to any qualification. It is provided either by the responsible bodies (University extra-mural departments and the Workers' Educational Association) or by Local Education Authorities in Colleges of Further Education or separate Adult Institutes. Broadly speaking the responsible bodies give courses in the sustained study of academic disciplines (Philosophy, Literature, the Social Sciences, Aesthetics) while the Local Education Authority courses deal with interests and skills of practical utility (Foreign Languages, Arts and Crafts, Domestic and Social skills). Generally speaking, an adult who wished to acquire a vocational skill or a recognised qualification would not turn to adult education.

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On the other hand adult education in this country makes a notable contribution to the education of people as persons and citizens and it is factor making for social and cultural emancipation. Particularly on the responsible body side there is a marked tradition of student participation in the choice of subject and method of work. The Workers' Educational Association, moreover, is an influential voluntary organisation which enables people to influence the life of their society and community. A number of university extra-mural tutors are experimenting with courses that seek to identify and solve community problems.

Unfortunately, under present circumstances, the impact of adult education on the population is restricted. At any one time there are about 1 3/4 million students in adult education classes, about five sixths of them in Local Education Authority courses. All told they account for about one in sixteen of the adult population. It cannot then be said that adult education, even on the non-vocational front, plays an adequate part in realising the conception of life-long education. It would certainly be hazardous for teachers in schools to count on a majority of their pupils encountering knowledge at a later stage in their lives in adult courses.

Professional workers in adult education often call for greater resources of professional staff to undertake flexible, missionary work under circumstances which would suit and attract a greater number. It is usually agreed, however, that this alone would not be the answer. It is noted that the students in adult classes are drawn in disproportionately small numbers from the lowest socio-economic strata and that men are outnumbered three to one by women. Many suggestions for improving and extending the impact of adult education have recently been made. It is said that it should not be divorced from vocational studies; that it should lead to recognised qualifications; that the division of the field between responsible bodies and Local Education Authorities is wasteful and debilitating; that stronger links should be forged with community development and also with the Open University. A great deal of investigation is needed and the Secretary of State for Education has set up a committee of independent experts to enquire into the whole question of adult education.

Youth Service

Similarly, the Youth Service - leisure educative facilities for those aged from 14 to 20 - has limitations which would restrict the role it could play in Permanent Education. It is soundly financed, housed, and professionally staffed and it

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involves the co-operation of public and voluntary agencies. Probably something between one third and one half of young people in this age range avail themselves of its facilities. In principle it aims to cater comprehensively for all young people but in fact most of its efforts hitherto have been directed at those who have need of some supplement or rectification to their home background and social and recreative opportunities. It has not sought to appeal to those who are engaged competently in social, vocational or academic progress. Such people, though present in the youth service, are a small minority. Emphasis has been on association for leisure, recreation and social training, and the Service plays no significant part in the education that has a bearing on career. With some splendid exceptions in music and drama, intellectual or aesthetic activities are not strongly represented in youth facilities and groups. On the other hand it has done excellent work in affecting the quality of the personal and social life of millions of boys and girls. In the last decade there have been particularly strong responses among them to challenging outdoor pursuits and to community service. Little is now heard of the violence and turbulent public conduct of young workers which was a feature of the Teddy Boy years. Thus the Service as it stands serves some of the aims of Permanent Education, contributing to the general diffusion of socialised and cultivated behaviour patterns. It is strongly marked by member participation, to the extent often of self-government.

Several developments have focused attention on the limitations of the Youth Service. There is a widespread voluntary prolongation of schooling (soon to be made compulsory until 16) and the number of young people with career or academic incentives has greatly increased. It may not be without significance that malaise and unrest among the young are no longer observable among young workers but among those who undergo the strain of prolonged and competitive study. A good deal of official enquiry is going on into the future of the Youth Service with a view to relating it more closely to the needs of those in formal education and ending its isolation from adult interests.

Community Development

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Although there is no official category of education under this title the term corresponds with a good deal that goes on, and it is increasingly in use in British educational circles where it is much more familiar than "Permanent Education". Its implications are however still unclear. One can note at least four separable, though related, sets of ideas. Firstly then is the notion of

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government, central and local, accepting responsibility for an increasing area of people's social environment through departments for housing, health, education, welfare, etc; and also the need for master planning which co-ordinates and integrates all this work, in association with voluntary efforts.

Secondly there is the idea that government should support and encourage the existence and emergence of voluntary associations which seek lawfully to alter the social environment in matters great and small, from a change in social habits to the erection of a bus shelter or provision of a sports facility.

Thirdly, the term is often used to describe a methodology dealing with techniques which can motivate people to identify and achieve social objectives. These techniques have in common the fact that the worker submerges his own expertise and avoids a leadership or didactic role, facilitating decision-making as a tactful animateur and resource-person.

Lastly, Community Development has come to mean, in some mouths, a particular approach to all education based on certain ethical propositions - the chief of which is that people have not reached their best unless they are involved in and committed to the upkeep and moulding of their social environment by participant membership of groups dedicated to that end. It follows that it is the duty of government to maximise opportunities for this involvement; and, through education, to foster people's will and ability to be active members of their communities.

Britain is one of the welfare states and in the first sense Community Development is an accepted principle. Objections to integration are tactical **not** a matter of principle. It is thought best to achieve it in a limited way by associating cognate branches of work. In recent years the Department of Education and Science has come to have responsibility for Arts and Sports policies and for libraries and museums and art galleries.

The encouragement and frequently the financial support of voluntary associations has long been a feature of educational policy. Community associations, village halls, sports and cultural clubs have been so helped by thousands. And a number of national organisations such as the Women's Institute and Townswomen's Guilds have similarly benefited.

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About Community Development as a methodology there is not a great deal known. It is the subject of academic study at certain universities, in relation to underdeveloped areas in Africa, and there is some investigation of its relevance to sub-cultural areas in England where there is a sense of helplessness and alienation under ordinary political democracy. The methods have acquired a certain prestige, and a version of them has been widely used in youth work under the title "social group work".

As an ethic, Community Development is enthusiastically asserted by several eminent educationists and there is no clearly formulated opposition. There is however a widespread coolness of response that suggests that the doctrine needs some restatement to take account of an ingrained individualism and home-castle idolatry in mass behaviour patterns, in which a higher value is placed on liberties sacred from the community than rights to participate in it. Moreover, as welfare and affluence increase the number of people with a strong motive for altering the social environment tends to decrease - and tends also to be found among those who do not benefit fully from prosperity, i.e. the young not yet in employment, the aged and certain categories of disadvantaged people such as immigrants or those in sub-cultural communities. Exponents of the ethic of Community Development are often closely concerned in work with such people. Some moves have been made towards incorporating the ideal in educational provision. In some new towns and at least one great industrial city Community Development Officers have been appointed, and official revision of the Youth Service and Community Associations has taken account of all the lines of thought mentioned above.

Cultural Emancipation

The idea of removing inherited social, intellectual and cultural handicap and of maximising the number of those who share fully in opportunities for fulfilling and rewarding recreative experiences underlies a great deal in British education - naturally enough in a country once described as consisting of "two nations" and where the class divisions of a raw industrial society have had long-lasting effects. Much of this idea underlies work in adult education and the Youth Service; and, of course, in the schools special research has been given to the problems of the socially handicapped. In recent years Ministers have been appointed, to work within the educational framework, with a special remit to pursue vigorous policies which will stimulate among ordinary people a love of the Arts and also a more skilful and active participation in sport and outdoor activities.

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So far as a policy for diffusing culture, in the more restricted sense of literature, drama, music and the fine arts, is concerned the outlook is rather confused. Much that used to be done in this respect rested on a firm faith that certain minority tastes and values were superior, and that they should be propagated. In an era of full democracy the sole criterion of value tends to become that of numerical popularity and it is not clear by what warrant anyone can, in the name of public education, and at public expense, assert any other values. This consideration is no mere matter of logic but can be seen to exercise an inhibiting effect upon teachers. Fortunately enthusiasts for the arts outside education continue to be effective missionaries and the work of the BBC and certain publishers has not been unnotable in this respect. There can be little doubt that, from the point of view of culture in its restricted sense, the standard of public taste and the range of cultural knowledge and appreciation, have improved out of all recognition in the past twenty years, and the process continues.

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CONCLUSION

Some of the ideals of Permanent Education are already enshrined in certain features of the English educational system. There is no doubt, however, that other features, as they exist, are less amenable to the new ideology. It cannot be said that there is any significant body of opinion pressing for Permanent Education as a system. The term though increasingly in use, is still not very meaningful in Britain.

Nevertheless, the problems which, in other similarly placed countries, led to the growth of the ideas in Permanent Education are present in England and Wales and consideration is, therefore, likely to be given to its proposals. It is quite possible that many of them will be adopted without reference specifically to Permanent Education.

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